

FIFTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

ON THE

DIVISION OF UNIVERSITY EXTENSION

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FIFTH ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION ON THE DIVISION OF UNIVERSITY EXTENSION.

Americanization.

The Division of University Extension since its establishment in 1915 has offered five courses designed to be of immediate interest and assistance to the foreign-born residents of Massachusetts. There is a series of three short-unit practical courses: English for New Americans, Civics for Naturalization, Civics for Americans of Foreign Birth. Other courses of indirect benefit to the foreign-born are Methods of Teaching English to Immigrants and Americanization-Organization and Supervision. The two latter courses are for teachers of immigrants. These courses were prepared to meet a need which had been demonstrated before the World War stimulated the present interest in Americanization.

Administration of the Americanization Act.

The Massachusetts Legislature passed as an emergency measure in the session of 1919 an act "to promote Americanization through the education of adult persons unable to use the English language" (Chapter 295, General Acts of 1919). By the terms of this act the State of Massachusetts, acting through the Division of University Extension of the Department of Education, undertook to bear half the cost of maintenance of classes organized in cities and towns for the purpose of teaching English and citizenship to non-English-speaking adults. To provide for the necessary expenses of administration the sum of \$10,000 was appropriated for the remainder of the fiscal year. It was expressly provided that cities or towns desiring to obtain the benefits of this act should conduct their educational work in conjunction with the State Department of Education. The

Department was given power of final approval with reference to teaching facilities. All classes operating in accordance with the provisions of chapter 295 were to be under the control of local school committees, but these classes might be held either in the evening schools, in factories, or in other places approved both by the local school committee and by the Department.

In order to carry out the provisions of the act, the Commissioner of Education, in September, 1919, released John J. Mahoney from his duties as principal of the Lowell Normal School, and appointed him supervisor of Americanization, to serve for one year. An experienced worker with immigrants was named to assist the supervisor. During the past three months these two officials have been engaged in the task of stimulating Americanization activities under public direction throughout the State. The supervisor has visited nearly all the large cities and many of the towns for the purpose of informing superintendents about the organization of educational facilities, and of awakening and further stimulating interest in the subject of Americanization. The work of the supervisor's assistant has been to prepare teachers in various localities for better classroom work and to supervise classroom instruction. Several conferences have been held in different sections of the State with groups of superintendents of schools. The most important of these took place in the State House on Nov. 13, 1919. This conference was attended by sixty superintendents and directors of immigrant education. As the whole subject has been heretofore discouragingly vague, it is hoped that through such meetings public school workers in Americanization will soon come to a clearer vision of their task.

It is too early to make any accurate statement of accomplishment. Numerous cities and towns, however, are this year earnestly seeking ways and means of getting the immigrant into school. Of the 38 cities in Massachusetts, 34 have accepted the provisions of chapter 295, and organized classes for the instruction of the adult immigrant in conformity with its provisions. To date, Jan. 1, 1920, 29 towns which may be regarded as having immigrant problems have accepted the provisions of the act. In the smaller communities lack of money available during the present year has caused delay in undertaking what might be

termed an "extra" educational activity. With the opening of the new fiscal year, it is to be hoped that the situation may be improved in these smaller places. The promise of 50 per cent reimbursement from the State should prove an inducement to communities which hitherto have not made adequate provision for the immigrant problem.

The stimulating effect of the act may be more clearly seen by a comparison of this year's statistics with those of last year. In December, 1918, the number of students in Americanization classes was 3,281, whereas in December, 1919, the number of students in such classes was 9,030. At the close of 1919 the number of classes operating under the provisions of chapter 295 was 653; of these, 300 were newly formed.

The most encouraging feature of the Americanization movement during the past three months has been the great interest manifested by many communities of Massachusetts in the establishment of classes in the industries and of day classes for immigrant women. In the past, the evening school has been relied on as the only medium for schooling the immigrant. It is now recognized that classes in industry and special classes for women should form part of any adequate Americanization scheme. Of the 653 classes mentioned above, 131 were factory classes and 74 were classes for women. It is worthy to note that with very few exceptions every community that has accepted the provisions of chapter 295 is conducting factory classes or mothers' classes, so called, or both. The promise of future achievement herein implied is significant.

Americanization Courses at Hyannis Normal School.

In 1918 arrangements were made with the Hyannis Normal School to offer two five-week courses on methods of teaching immigrants at the summer session of that school. The courses were given by Charles F. Towne, the agent at that time in charge of immigrant education. The enrollment numbered thirty.

In 1919 similar classes were held with an enrollment of 104. There were two courses: (1) Methods of Teaching English to Immigrants, and (2) Racial Backgrounds and Social Problems. In the course on Methods of Teaching English to Immigrants,

each student was required to write a series of themes or lessons which might be used in teaching English to a class of non-English-speaking immigrants.

The difficulties encountered by the immigrant in learning an unknown language were strikingly demonstrated. In the class were several Portuguese teachers, one of whom gave the English-speaking members of the group instruction in her native tongue. Thus the members of the class were placed in the position of the foreigner learning English, an experience which tended to produce sympathy for the non-English-speaking student.

The personnel of the classes was varied. There were teachers, superintendents of schools, members of school committees, local directors of Americanization, and representatives of industrial plants.

Improvement of Instruction Material.

In the Division of University Extension new courses are prepared and old courses revised in order to meet changing conditions.

In addition to the revision of the courses in Practical Applied Mathematics and Safety Engineering, several new courses have been added, as follows: Conversational Italian, Certified Public Accountant Preparatory Course, Household Budget Planning, Textile Processes and Calculations, Textile Design (for classes of textile workers), Steel Building Design, and Penmanship Improvement.

The most effective length for extension courses has not been definitely determined. The short-unit course, however, is gaining in favor. When possible, in preparing and improving instruction material, the division uses short-unit courses which vary in length from six to sixteen assignments.

Co-operative Classes.

Sometimes local groups of extension students can furnish their own instructor, but prefer to use the lesson material of the division. They also wish their instructor to be approved though not paid by the State, and upon satisfactory completion of a course they desire to receive the certificates of the division. Classes of this sort are encouraged by the division, and are called co-operative classes. In such cases the only expense to

the division is the furnishing of lesson pamphlets, supervision of instruction, and the cost of certificates. Co-operative classes are most frequently organized by industrial plants, school committees, and other bodies who have paid instructors at their disposal. (For statistics, see pages 19 to 23.)

Certificating Classes.

Somewhat similar to the co-operative class is the certificating class. Its purpose is to secure to the students of such Americanization classes as may be formed under private auspices the benefits of State supervision and certification.

The conditions under which the division co-operates in the conduct of these classes are as follows: —

1. The classes shall be open to any person who is in need of instruction, without regard to membership in the particular private organization under whose auspices the class is formed.

2. The instructor under this arrangement shall receive no compensation from the division, and shall be approved by the division only on proof of his proficiency.

3. The place of meeting and the equipment of the classroom, including heating and lighting, shall be approved by the division.

4. The courses of lessons for the English classes and the classes in citizenship shall be approved by the division.

5. The division shall be kept informed as to the membership and the attendance of the class.

6. The division shall have the right to supervise and inspect the classes from time to time. On account of the large number of classes that may be formed, the division may delegate its supervisory powers to local superintendents of schools or to their assistants.

7. At the satisfactory completion of the course, including a standard examination, the division shall issue special certificates of proficiency to students.

Collection of Data on Evening Schools.

Duplication of work is as likely to occur in education as in other fields of social improvement. To avoid danger of duplication, at the close of the evening school session in 1919 a questionnaire was sent to the school authorities of every city and

town in the State, requesting certain information that would guide the division in extending its facilities to the communities most in need of them.

The questionnaire called for information about Americanization work; about the number, character, and length of courses taught; about the number of pupils enrolled in evening schools and classified according to sex, age, and advancement.

As the details of the tabulation have already been published in a bulletin, only the significant features of the evening school situation in Massachusetts will be here summarized. There are 38 cities and 316 towns in the State. Of these —

85 cities and towns maintained evening schools in 1918-19.

22 cities and towns had supervisors or directors of Americanization (12 unqualifiedly stated that they had supervisors; the others stated that the principal of the evening schools, assistant superintendent, or like official, acted as supervisor).

24 cities and towns gave superintendents authority to send teachers of English or of civics to factories, homes, or other places where foreign-born people live, work, or congregate in numbers.

14,213 men and 13,299 women enrolled in evening schools. There were 146 additional whose sex was not indicated, bringing the total up to 27,657. Boston, Cambridge, Fall River, Holyoke, Lynn, Malden, New Bedford, and Springfield combined had the major part of the evening school enrollment.

19 cities and towns offered courses in practical arts (for men).

31 cities and towns offered courses in household arts.

4 cities and towns offered courses in elementary applied arithmetic.

84 cities and towns offered courses in English.

73 cities and towns offered courses in civics.

30 cities and towns offered courses in mechanical drawing.

Classes of Special Interest.

Many school superintendents believe that efforts should be made to keep evening high school students from breaking connection with the school after graduation. In Lawrence the superintendent of schools requested the division to co-operate with him in this work. Accordingly a class in Current History was organized among evening high school graduates in which not only significant happenings in the State, nation, and world were discussed, but literary and other cultural matters were stressed as well. The members of the class were responsive and appreciative. Class attendance was well maintained.

During the past year there has been considerable interest in spoken French. Interest was stimulated by the World War. The division organized several large classes in populous centers, notably Boston, Springfield, Worcester, and Lawrence. Though the numbers in each group were much larger than are ordinarily considered favorable to efficient instruction, interest was maintained to the end of the courses, and though the percentages of attendance and completions were slightly less than in the majority of smaller classes, they were sufficiently good to justify the experiment. The amount of French learned in classes meeting weekly for twenty weeks is naturally not great, though it has been demonstrated that the earnest, industrious, apt student can secure a facility in French speech that would at first appear to be impossible. Such classes furnish other educational benefits than those to the individual. They serve to awaken an interest in education and in extension studies in general, and in foreign language study in particular. The interest of adults in study reacts to the benefit of the regular schools. Teachers of languages in day schools are afforded an opportunity to get new ideas on methods from instructors who are able to sell their instruction in the open market.

Another course which was in considerable demand during the last year was Current History. In most classes this course was given by one instructor. In Boston, however, it was given by twelve different lecturers. Because of the large number in the Boston group two conferences with an instructor were arranged for those who desired certificates. Matters connected with the required reading were discussed. Candidates for certificates were also required to write papers on set topics.

The formation of extension classes requires no stimulation in thickly settled communities of varied activities. It is only necessary to let the people know of the courses, and classes form of themselves. This is especially the case of classes in applied mathematics. During the past year notices of class organization were sent to large groups of mechanical workers, telling of opportunities for instruction in shop mathematics. As a result 20 classes were formed in Practical Applied Mathematics, with an enrollment of 716.

Public Exercises on Completion of Classes.

The class in Practical Applied Mathematics at West Wareham, composed largely of students from a nail factory in the vicinity, held public exercises that attracted much attention among the citizens of the town. Besides representatives of the division, members of the local school committee, the manager of the plant in which most of the class were employed, and many of the general public, both men and women, were present. Addresses were made by several of the invited guests, including persons of local prominence. A class history was read and an appropriate remembrance was presented to the instructor. After the certificates were awarded, the gathering became purely social in character. There were refreshments, music, and dancing in which employer, employee, and guests joined. It was a neighborly affair which made for good will and teamwork in the community.

Somewhat similar exercises were held when the classes at the Lynn works of the General Electric Company closed in June. All the students who had successfully completed courses in the division assembled after work in one of the recreation rooms. Short addresses were made by several of the instructors, by the director of the division, and by the works manager. After the certificates were distributed supper was served at the expense of the company.

The class in Conversational Spanish had exercises slightly different from the foregoing. They took the form of an entertainment, in which songs, piano solos, and dances in native costume by Spanish performers were the principal features.

Improvement of Correspondence Instruction.

Adult education though rich in possibilities is largely an uncharted field. The preparation of elementary extension courses for grown people is an art in itself. Procedure and methods in correspondence instruction require study.

The office staff of the division during the past year have taken steps to reach an intelligent understanding of the objectives in their work, and to find effective ways of making their instruction suitable. Every two weeks staff meetings have been

held for the discussion of problems peculiar to extension teaching. An important result of these meetings has been to make the written comments on correspondence answer papers not only instructive, but human, friendly, and encouraging.

Besides the regular staff meetings a system of professional improvement for full-time office instructors has been devised. Instructors are not restricted to any particular method of professional improvement. Several instructors have found it convenient to enroll in correspondence courses of the division which have direct connection with courses in which they are giving instruction.

Dropped Students in Correspondence Courses.

In correspondence courses it is not always easy to determine when a seemingly inactive student should be classified as dropped. Adult students have so many responsibilities that their studies are frequently interrupted for long periods. Illness in the family, "overtime" in their daily work, removal from the State, change of employment are frequent causes of interruption. Frequently after months of silence a student resumes work.

During the past year a study was made of the reasons why correspondence students drop their studies. Five hundred and eighty-two students were classified as dropped.

The following tabulation presents the basis of classification:—

REASONS.	Number dropped.
Died,	43
Left the State,	199
Continued illness or disability,	27
Cannot be found,	59
Attending other educational institutions,	43
Course too difficult for student,	28
Course not suited to student's present needs,	9
Student received from course all information desired,	6
Dropped on advice of employer or reference,	8
No recent lessons or replies to letters received,	140
Miscellaneous,	20
Total,	582

Publications.

Eight bulletins were published during 1919; two of these were regular bulletins, one containing the fourth annual report and the other the announcement of courses offered for class and correspondence instruction.

The other six bulletins dealt with Americanization. They were of a constructive nature. The January bulletin presented a definite program showing ways in which the different organizations of a community may work together for the education of the immigrant. This bulletin was entitled "The Federal-State Program." It was intended especially to help industries in establishing factory classes for alien employees.

The May bulletin was entitled "The Teachers' Handbook," a manual for the assistance of teachers who use the Standard Lessons in English for Immigrants. This handbook not only formulates principles, but explains in considerable detail the procedure in classes. It was written with the understanding that many teachers of immigrants, especially when chosen from the clerical or managerial forces in industry, would be new to the work and would need to be carefully guided.

In July three bulletins were issued. The first was entitled "The Problem of Immigrant Education in Massachusetts." The significant feature of this publication was the table of statistics, which showed the number of persons in each city and town of the State who were unable to read and write English. Totals for the State showed that, out of a total population of nearly 3,700,000 in 1915, almost 10 per cent were unable to read and write English. The second July bulletin was a revision of the course in Civics for Naturalization to make it conform to changes in the Constitution brought about by the Constitutional Convention. The third July bulletin was an announcement and description of the courses on Americanization held at the Hyannis Normal Summer School.

The September bulletin consisted of a revision of the Standard Lessons in English for Immigrants. The publication of these lessons as a bulletin makes them available in convenient form for wide distribution among persons interested in the subject.

Re-enrollments.

A proper gauge of the effectiveness of instruction is the number of students who re-enroll after completing courses. The number of such students is increasing. During 1918 there were 367 such re-enrollments in correspondence courses; during 1919 there were 598 re-enrollments. One hundred and eighty-four students have been enrolled twice; 40 students have enrolled 3 times; 10 have enrolled 4 times; 5 have enrolled 5 times; 2 have enrolled 6 times.

Co-operation with Connecticut Valley Colleges.

Soon after the establishment of the Division of University Extension, the Massachusetts Agricultural College, the International Y. M. C. A. College at Springfield, and the Northfield Schools, in conjunction with the division, appointed a committee to work out an extension program. By contributing the services of a paid representative, the division undertook the organization of classes while the committee furnished the instructors.

The committee has been liberal in its willingness to adjust courses and instruction to the needs of study groups. It has also supplemented its study courses with courses of lectures to be given by members of the various faculties.

Classes have been organized during the present academic year in Northampton, Springfield, and Gardner. Courses of from two to six lectures have been arranged for 1919-20 at Westfield, Turners Falls, Winchendon, Springfield, Holyoke, and Northampton. (See page 24 for statistics.)

Extension Courses in Normal School.

For several years the North Adams Normal School has conducted by correspondence professional improvement courses for teachers. The value of such extension work is obvious. Inexperienced teachers especially need to maintain connection with a training school to which they may refer their professional problems.

The North Adams Normal School prepared correspondence courses to assist the conscientious teacher who is so situated that she cannot attend professional improvement classes. Dur-

ing the past year 146 have been enrolled in the courses at North Adams.

But the necessary facilities for professional improvement cannot be supplied entirely by correspondence or by one normal school situated in a remote section of the State. For the work to be fully effective it should be State-wide. The Division of University Extension has made a beginning. It has conducted 6 classes in Applied Educational Psychology. These classes have been attended by 178 enrolled students, all teachers. They have been taught either by professors of education or by normal school instructors.

Interest of Other Extension Organizations in the Massachusetts Division.

More than perfunctory interest in the work of the Massachusetts division has been shown by similar organizations elsewhere. The Federal Division of Educational Extension, which came into existence during the World War, established very close relations with the Massachusetts division. Since the Federal Division ceased to exist in June, 1919, the National University Extension Association, which continued the work of the Federal Division, has co-operated cordially with the Massachusetts division, calling upon the latter for counsel and specimen material.

Time spent by Correspondence Students in completing Courses.

Over 2,500 correspondence students have finished courses. During the past year the division made a study of the time it took students to complete typical correspondence courses. Elementary English and Practical Applied Mathematics were selected as representative. Each of these courses had a correspondence enrollment of over 500 students, and the number of completions in each totaled considerably more than 100 when the study was made. The number of months it took each student to complete a course was found and tabulated. The results in Elementary English and Practical Applied Mathematics are shown graphically in Figs. 1 and 2 below.

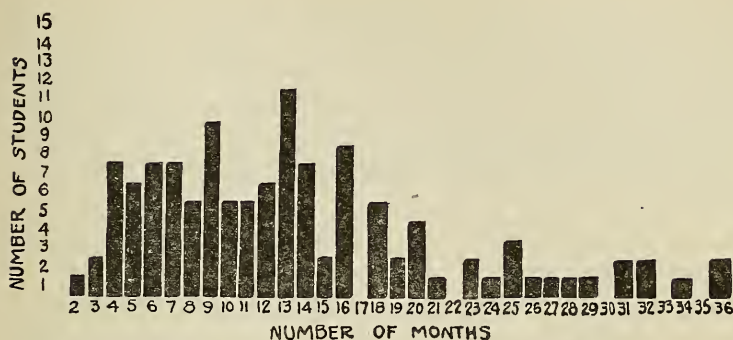


FIG. 1.—In this figure is represented the distribution of time spent by a total of 117 correspondence students in completing the 20-assignment course in Elementary English. Each black bar indicates the size of the group of students who completed the course in the number of months shown beneath the bar.

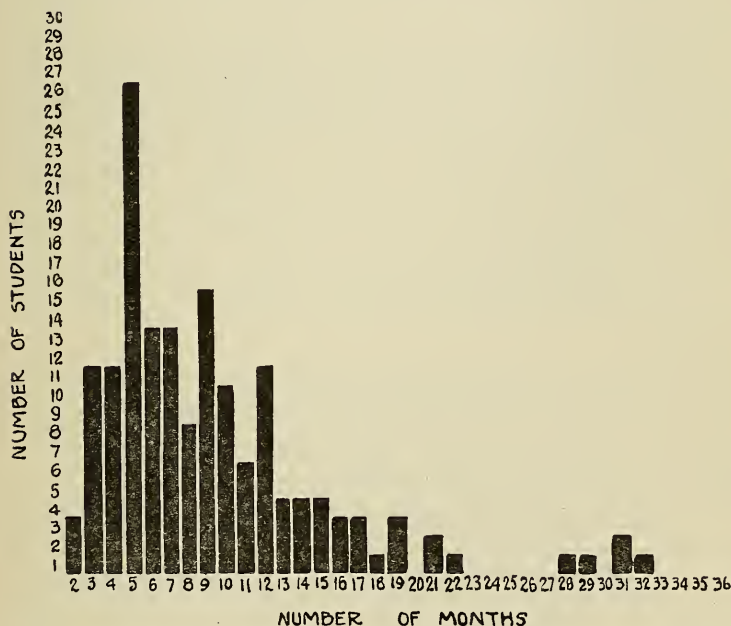


FIG. 2.—In this figure is represented the distribution of time spent by a total of 157 correspondence students in completing the 20-assignment course in Practical Applied Mathematics. Each black bar indicates the size of the group of students who completed the course in the number of months shown beneath the bar.

From the illustrations it will be seen that there is no marked tendency among students who carry through their work to prolong unduly the completion of their courses. The courses selected for study were each 20 assignments in length. Long courses were chosen for study because it was assumed that they would show more fairly tendencies to delay than the short-unit courses.

From the illustrations it will be seen that the majority of students completed both courses in a year or less.

In Elementary English (Fig. 1) 117 students completed the course in periods varying from two to thirty-six months. The average time spent in finishing the 20 assignments of the course was fourteen months, or almost exactly twenty-one days for each assignment.

Of the 117 who completed the course, 60 students, or 51 per cent, finished their work within one year. These students spent on the average between eleven and twelve days in completing each assignment.

In Practical Applied Mathematics (Fig. 2) 157 students completed their work in periods varying from two to thirty-two months. The average time taken for completion of the course was 9.14 months. This means that an average of almost two weeks was spent on each of the 20 assignments.

Of the 157 students who completed their course, 127, or 80 per cent, finished within one year. These students spent on the average between ten and eleven days in completing each assignment.

The fact that a much larger percentage finished Practical Applied Mathematics within a year than finished Elementary English is probably due to the character of the subject rather than to the character of the students enrolled.

These figures further indicate that the slower students require between two and three years to complete a course, while the more rapid portion of the group can complete a course of 20 assignments within a year; that this more rapid element is in the majority, and on the average spends less than two weeks in completing each assignment.

Statistics.

- I. Summary of Total Enrollment in Correspondence Courses and in Classes.
- II. Table showing Number of Students who have received Instruction by Correspondence in Different Subjects during the Last Fiscal Year, Dec. 1, 1918, to Nov. 30, 1919.
- III. Table showing Enrollment by Subjects in Classes, and Location thereof.
- IV. Table showing Number of Students who completed Courses previous to Nov. 30, 1919.
- V. Table showing Number of Re-enrollments in Courses.
- VI. Table showing Average Age of Students.
- VII. Table showing Number of Students enrolled in North Adams Normal School Correspondence Courses.
- VIII. Table showing Enrollment in Courses offered by the Committee on University Extension in the Connecticut Valley in Co-operation with the Division of University Extension.

I. *Summary of total enrollment of students throughout the Commonwealth according to type of instruction, — correspondence and class.*

[Period covered, Jan. 19, 1916, when first student was enrolled, to Nov. 30, 1919.]

	Men.	Women.	Totals.
Total correspondence enrollment, . . .	6,930	2,303	9,233
Total class enrollment,	8,556	10,668	19,224
Total enrollment,	15,486	12,971	28,457

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year.*

[Dec. 1, 1918, to Nov. 30, 1919.]

Elementary English, 691	Advanced English — <i>Con.</i>
Elementary English, 357	English composition AA, 24
Elementary English, continued, 20	Appreciation of English literature, 1
English for new Americans, 56	Commercial correspondence, 40
English for business, 92	Romance languages, 277
Plain English, 150	Elementary Spanish, 83
English, paragraphing and punctuating, 16	Commercial Spanish, 53
Advanced English, 148	Advanced Spanish, 28
English composition A, 105	Elementary French, Part I, 70
English composition B, 18	Elementary French, Part I, continued, 12

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year — Concluded.*

Romance languages — <i>Con.</i>		Construction,	95
Elementary French, Part II,	12	Elements of structures,	12
Elementary Italian,	19	Concrete and its uses,	10
Civics, history and economics,	90	Reinforced concrete construction,	7
Government,	4	Materials of construction,	10
Civics,	5	Highway construction and main-	
Economics,	25	tenance,	10
United States history A,	11	Lumber and its uses,	5
American history and govern-		Plumbing,	7
ment,	11	Strength of materials,	34
Sociology,	9	Civil service,	212
Money and banking,	12	Bookkeeping,	353
Civics for naturalization,	13	Accounting,	184
Pure mathematics,	219	Principles of accounting,	154
Elementary algebra,	119	Industrial accounting,	30
Advanced algebra,	21	Stenography and typewriting,	171
Practical calculus,	15	Stenography,	70
Elementary geometry,	21	Typewriting,	101
Trigonometry,	43	Applied mathematics,	919
Drawing,	511	Elementary applied arithmetic,	146
Shop sketching,	10	Practical applied mathematics,	635
Mechanical drawing, Part I,	250	Shop arithmetic,	73
Mechanical drawing, Part II,	60	Advanced shop mathematics,	65
Architectural drawing,	10	Homemaking,	89
Practical machine design,	3	Foods and nutrition,	32
Freehand drawing,	31	Dietetics,	8
Show card writing,	51	Home furnishing and decoration,	20
Plan reading and estimating,	55	Study of fabrics,	12
Drawing for mechanics,	31	Household management,	17
Advanced mechanical drawing,	10	Pedagogy,	45
Mechanical subjects,	240	Educational psychology, Parts I	
Practical steam engineering,	52	and II,	16
Gas and oil engines, Parts I and		English, methods of teaching,	29
II,	17	Business practice,	398
Gasoline automobiles,	82	Business arithmetic,	158
Steam boilers,	6	Advertising,	151
Heat and fuels,	2	Business law,	33
Heating and lighting for janitors,	15	Industrial organization,	25
Heating and ventilating,	23	Retail salesmanship,	8
Practical mechanics,	22	Office organization and manage-	
Steam turbines,	9	ment,	23
Hydraulics,	2	Unclassified because of later addition,	173
Refrigeration,	3	Safety engineering,	7
Statics, elements of mechanics,	2	Military mathematics,	1
Engines, steam,	5	Slide rule and its uses,	49
Electrical subjects,	148	Penmanship,	58
Practical electricity,	103	Lowell preparatory,	42
Electric railways,	2	Power plant economics,	7
Electric transmission,	1	Civic biology,	9
Electric wiring,	24		
Dynamo-electric machinery,	13	Grand total,	5,003
Theory of alternating current,	5		

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Adams,	Conversational Spanish,	11	21	32
	Current history,	7	74	81
	Methods of teaching English to immigrants.	5	29	34
Athol,	Conversational French (two classes), .	13	93	106
	Gasoline automobiles,	33	7	40
	Practical applied mathematics, . .	40	—	40
	Practical applied mathematics (co-operative).	7	—	7
	Commercial correspondence, . . .	5	28	33
Boston,	Conversational French (two classes), .	4	75	79
	Conversational Spanish (two classes),	129	220	349
	Current history,	—	38	38
	English for business,	5	31	36
	Gasoline automobiles (four classes), .	313	173	486
	Methods of teaching English to immigrants (two classes).	7	141	148
	Methods of teaching English to immigrants (co-operative).	8	39	47
	Practical applied mathematics (three classes).	86	—	86
	Conversational French,	—	42	42
	Conversational French (two classes), .	9	44	53
Bridgewater,	Appreciation of English literature (three classes).	2	77	79
	Conversational French (two classes), .	2	69	71
	Current history,	1	20	21
	Methods of teaching English in secondary schools.	—	29	29
	Practical applied mathematics, . .	67	—	67
Brookline,	Current history,	—	88	88
	Methods of teaching English to immigrants.	—	15	15
Cambridge,	Conversational French (two classes), .	—	90	90
	Practical applied mathematics, . .	52	—	52
Charlestown,	Advanced shop mathematics, . . .	42	—	42
	Practical applied mathematics (four classes).	155	—	155
Chelsea,	Civics for naturalization (two classes),	80	—	80
Concord Junction, . .	Civics for naturalization (co-operative).	8	—	8
East Boston,	Conversational Italian,	—	53	53
Everett,	Educational psychology (three classes),	6	93	99
Fitchburg,	Appreciation of English literature, .	2	32	34

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed* — Continued.

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Gardner,	Conversational French,	—	36	36
Gloucester,	Practical applied mathematics (navigation).	26	—	26
Great Barrington,	Appreciation of English literature, . .	—	39	39
Greenfield,	Advanced shop mathematics,	20	—	20
	Commercial correspondence,	18	15	33
	Practical applied mathematics,	30	—	30
	Retail salesmanship (co-operative), . .	24	—	24
Haverhill,	Appreciation of English literature, . .	2	46	48
	Current history,	—	65	65
	Educational psychology,	—	20	20
Holyoke,	Conversational French (five classes), . .	1	238	239
	Conversational Spanish (two classes), . .	24	64	88
Hyannis,	Americanization — organization and supervision.	7	45	52
	Methods of teaching English to immigrants.	5	71	76
Ipswich,	Educational psychology,	2	22	24
Lawrence,	Appreciation of English literature, . .	6	50	56
	Civics for naturalization (co-operative) (two classes).	65	—	65
	Conversational French (six classes), . .	30	369	399
	Current history (two classes),	18	146	164
Lowell,	Methods of teaching English to immigrants.	10	144	154
Ludlow,	Civics for naturalization (co-operative) (three classes).	15	3	18
	Methods of teaching English to immigrants.	25	42	67
Lynn,	Advanced shop mathematics,	30	—	30
	Civics for naturalization (co-operative) (two classes).	26	—	26
	Educational psychology,	4	31	35
	English for American citizenship (co-operative).	30	—	30
	Lowell Institute preparatory course, . .	17	—	17
	Methods of teaching English in secondary schools.	2	23	25
	Practical applied mathematics,	65	1	66
	Practical electricity,	27	1	28
	Slide rule and its uses,	38	7	45
Mansfield,	Foods and nutrition (two classes), . .	—	54	54
Marblehead,	Household budget,	—	18	18
Millville,	English for American citizenship (co-operative).	28	—	28

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Natick,	Methods of teaching English to immigrants.	—	39	39
New Bedford,	Appreciation of English literature, .	1	20	21
	Conversational French (two classes), .	—	65	65
	Methods of teaching English in secondary schools.	—	25	25
	Methods of teaching English to immigrants.	16	198	214
Newburyport,	Conversational Spanish,	10	12	22
Newton,	Heating and lighting for janitors (co-operative).	19	—	19
North Adams,	Civics for naturalization,	108	—	108
	Conversational Spanish (two classes), .	31	21	52
	Methods of teaching English to immigrants.	—	140	140
Northampton,	Conversational Spanish (two classes),	34	11	45
	Gasoline automobiles,	33	16	49
	Mechanical drawing,	25	—	25
North Attleborough, . .	Current history,	9	53	62
Peabody,	Civics for naturalization,	32	—	32
Pittsfield,	Bookkeeping (co-operative),	5	4	9
	Civics for naturalization (two classes),	76	—	76
	Conversational Spanish (co-operative),	14	9	23
	English for business,	—	37	37
	English for business (co-operative), .	— 9	4	13
	Gasoline for automobiles,	42	15	57
	Methods of teaching English to immigrants.	5	50	55
	Stenography (co-operative),	2	11	13
Plymouth,	Methods of teaching English to immigrants.	5	21	26
Quincy,	Practical applied mathematics (two classes).	69	—	69
Revere,	Civics for naturalization (co-operative) (three classes).	37	—	37
	English for American citizenship (co-operative).	9	3	12
Rockland,	Practical mathematics for electricians,	41	—	41
Roxbury,	Practical applied mathematics,	31	—	31
Salem,	Americanization—racial backgrounds,	—	31	31
	Gasoline automobiles,	11	14	25
	Methods of teaching English in secondary schools.	1	30	31
	Methods of teaching English to immigrants (two classes).	10	215	225
Somerville,	Current history,	2	28	30

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed* — Continued.

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Somerville — <i>Con.</i> . . .	English for American citizenship (co-operative).	—	14	14
	Methods of teaching English to immigrants.	8	108	116
South Boston,	English for American citizenship (co-operative).	22	—	22
Southbridge,	English for American citizenship (co-operative).	81	47	128
	English for business,	—	18	18
	Practical applied mathematics, . . .	33	—	33
South Hadley,	Methods of teaching English to immigrants.	—	65	65
Springfield,	Appreciation of English literature (two classes).	11	80	91
	Civics for naturalization (co-operative) (two classes).	114	—	114
	Conversational French (four classes),	51	488	539
	Drawing for mechanics,	18	7	25
	Elementary accounting,	45	17	62
	English composition A,	1	18	19
	English composition AA,	2	16	18
	English composition B,	1	17	18
	English for business,	21	6	27
	Household budget planning, . . .	—	42	42
	Methods of teaching English in secondary schools.	2	18	20
	Methods of teaching English to immigrants (two classes).	61	20	81
	Principles of accounting,	23	15	38
Swampscott,	Current history,	9	71	80
Taunton,	Appreciation of English literature, .	7	14	21
	English for American citizenship (co-operative).	35	—	35
	Gasoline automobiles,	22	15	37
	Methods of teaching English to immigrants.	16	—	16
Watertown,	Advanced shop mathematics, . . .	43	—	43
	Conversational French,	31	14	45
	Current history,	—	61	61
	Methods of teaching English to immigrants.	—	23	23
	Practical applied mathematics, . . .	29	—	29
Westfield,	Civics for naturalization (co-operative).	47	—	47
	Conversational French (two classes),	11	121	132
West Newton,	Practical applied mathematics, . . .	25	—	25
West Wareham,	Shop arithmetic,	40	—	40

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Concluded.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Whitinsville, . . .	Conversational French, . . .	12	61	73
Worcester, . . .	Appreciation of English literature, .	—	32	32
	Civics for naturalization (co-operative) (two classes).	400	—	400
	Conversational French (three classes),	38	347	385
	Conversational Spanish, . . .	10	14	24
	English composition A, . . .	1	21	22
	English for American citizenship (co-operative) (two classes).	45	—	45
	Methods of teaching English in secondary schools.	—	23	23
	Methods of teaching English to immigrants.	46	39	85
	Practical steam engineering (co-operative).	11	—	11
	Slide rule and its uses (two classes), .	59	—	59
Totals,	3,812	6,095	9,907

IV. *Number of students who have completed courses since establishment of Division.*

	Men.	Women.	Totals.
Completed with certificates:—			
In correspondence courses,	1,327	498	1,825
In classes,	1,724	2,301	4,025
Totals,	3,051	2,799	5,850
Completed without certificates:—			
In correspondence courses,	399	205	604
In classes,	347	730	1,077
Totals,	746	935	1,681
Grand totals,	3,797	3,734	7,531

V. *Number of students who have re-enrolled in courses since establishment of the Division.*

Total (men and women), 1,208

VI. *Average age of students since establishment of the Division.*

In correspondence,	28 ¹
In classes,	32

¹ Median age of 1,200 correspondence students, 26.7 years.

VII. *Number of students in North Adams Normal School correspondence courses distributed according to school years.¹*

YEAR.	Number of students.
1911,	15
1911-12,	39
1912-13,	57
1913-14,	124
1914-15,	132
1915-16,	132
1916-17,	102
1917-18,	139
1918-19,	146

¹ Many registrations hold over from one year to another.

VIII. *Number of students enrolled in courses offered by the Committee on University Extension in the Connecticut Valley in co-operation with the Division of University Extension.*

Year.	PLACE.	Subject.	NUMBER IN CLASS.		
			Men.	Women.	Totals.
1916-17	Greenfield, Northampton, . . .	Spoken English,	—	30	30
		Anatomy and physiology, . .	—	13	13
		Elementary Spanish, . . .	3	17	20
1917-18	Northampton, . . .	Advanced French,	—	14	14
		Anatomy and physiology, . .	—	13	13
	Springfield,	Elementary French,	—	19	19
		Architecture,	—	17	17
1918-19	Amherst, Northampton, . . .	Gasoline automobiles, . . .	15	8	23
		Advanced French,	—	20	20
		Elementary French,	2	15	17
		French,	1	14	15
	Springfield, Sunderland,	French,	—	10	10
		Advanced French,	3	19	22
		European history,	8	17	25
1919-20 ¹	Northampton, . . .	Zoölogy,	—	15	15
		French,	—	17	17
	Totals,	32	258	290

¹ Six lectures were also arranged.

Expenditures, July 1, 1918, to July 1, 1919.*Salaries.*

Administration: —

Director,	\$4,999 98
Clerks, stenographers, etc.,	17,751 38
Extra clerical and stenographic service,	9,705 27

Instruction: —

Agents supervising instruction,	5,300 54
Full-time instructors,	10,123 28
Part-time instructors,	32,832 69

General Expenses.

Advertising,	52 16
Blue prints,	369 56
Books, periodicals, and clippings,	218 63
Express,	264 58
Material for courses,	2,319 96
Office supplies,	3,631 57
Postage,	5,604 44
Printing,	5,577 85
Stationery,	1,240 06
Sundries,	917 94
Telephone and telegraph,	176 85
Textbooks,	11,505 64
Travel,	5,967 42
Typewriters and accessories,	1,124 74

Total,	\$119,684 54
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Receipts from students, deposited with treasurer,	\$20,580 44
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